

# St. Peter's R.C. Primary School



Growing Together in Christ

"We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ."

## R.E Policy

### Intent

As a Catholic school the doctrine and teachings of the Catholic faith, permeate all areas of the curriculum and school life. We seek to promote the religious growth and development of all our children. We aim to help them grow in experience, knowledge and understanding of the Church, her life and teachings, her place in the world of today and her concern for justice and peace. This policy sets out the procedures for the specific teaching of Curriculum Religious Education.

### Implementation

The directory of Catholic education is the basis for our religious education. We use the "Come and see" Programme of Religious Education recommended by the diocese of Salford. The programme aims to address the areas of Revelation, Church, Celebration and Life in Christ within each module of work. The scheme of work is supported by a range of extra resources which include a variety of religious books for both pupils and teachers, along with recommended clips, DVDs, CDs, posters and various ICT/internet resources. For all children the programme will raise questions and provide material for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate of other faith traditions. Religious education will deepen pupils' understanding and of their faith and enable them to live it more closely.

The religious education curriculum directory is the basis of RE planning. The key objectives for each year group are taken from the RED. Medium Term planning [topics] are taken from 'Come and See' and inform more detailed short-term plan. Each year group covers three topics each term. RE forms 10% of taught time in school. Class teachers have responsibility for teaching RE. The RE lead teacher is Miss M. Dixon. All staff are encouraged to attend relevant courses. The RE lead teacher attends the termly diocesan meeting, as well as other relevant training.

Religious Education lessons employ a range of teaching styles and are aimed at encouraging active participation of all children regardless of gender, ability or SEN. Opportunities are given to read, question, discuss, dramatise, respond and reflect. This should be achieved through a balance of class, group and individual work. Teachers employ a variety of teaching methods best suited to the learning intentions and individual needs. Teachers' plans are inclusive of all children and differentiated accordingly to support or extend as needed. Special consideration is also given to SEN and pupil premium pupils and children working at greater depth. Lessons are evaluated to inform future planning.

EYFS, Key Stage 1 and 2 focus on a particular aspect of the social, moral, spiritual and cultural teachings of the Catholic church each week and this forms the 'statement to live by'. SMSC activities are planned by the teacher and at least one piece a half term is recorded in RE books.

### Display

Each teacher will set aside an area for R.E. display/prayer focus. This will reflect the particular statement to live by being addressed that week, the Church's liturgical calendar or link with the medium term R.E. plan.

### Community Links

In trying to develop closer links between school, home and parish we encourage the children to be actively involved in our Liturgical Services, the Sacramental Programme and Parish Worship. The children are encouraged to have responsibility for the wider community. St. Peter's RC school has an active and developing role in local, national and international community initiatives and fund-raising programmes.

### World Religions

The scheme includes specific lessons on other world religions. Every year, St. Peter's school has an inter-faith week to find out more about other faiths and develop closer links with other faith communities.

### Assessment

Levels of attainment for EYFS, Key Stages 1 and 2 are assessed against the R.E guidelines for Catholic Schools and Colleges.' Individual pupil's progress is tracked by teachers recording dates when objectives are completed on their class record sheet. This assessment will be ongoing for each topic. Teachers will use verbal and written responses in lessons and specific assessments to make their judgements. Moreover, impact will be assessed by pupils' responses to the big questions and their completion of the checking in activity at the beginning of a topic and the checking out activity at the end of each topic. Each topic will have an assessed activity.

Foundation Stage children are assessed against the 'Foundation Stage Profile'. Pupils are assessed on entry to reception and at the end of this year.

Staff meet once a term to moderate work with a specific focus. This will be measured against pupils' literacy work. Samples of work will be collated each term to reflect a piece of work that meets/ is below and above expected standard.

Pupils will be informed of their progress through verbal and written feedback.

The RE lead teacher/SLT will scrutinise all books once a term, as well as completing learning walks/observations to ensure standards are maintained.

### Reporting

The four dimensions to reporting in St. Peter's include:

1. Reporting to children- providing feedback through informal discussion and regular, elaborative constructive marking.
2. Reporting to colleagues- through relaying information of achievement of pupils and areas studied. Pupils' progress in RE will be recorded each term on the RE assessment tracking sheet.
3. Reporting to parents- informing of progress and achievement of their children through parent/teacher discussion and written reports.
4. Reporting to parents, governors, parish and external agencies- providing information about the content and quality of R.E. and achievement of pupils.

Parents who wish to withdraw their child from Religious Education should in the first instance inform the Headteacher in writing.

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